



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1750 W. Thunderbird, Phoenix, AZ 85023

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Excelling
2004-05	Highly Performing
2003-04	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Norman C. Smalley  
 Schedule : 07:15 AM to 04:30 PM  
 Grades : 9-12  
 Web Address : [www.guhsdaz.org/schools/tbird.asp](http://www.guhsdaz.org/schools/tbird.asp)  
 Phone Number : (623) 915-8900  
 Fax Number : (623) 915-8971  
 E-mail : [ncsmalle@guhsdaz.org](mailto:ncsmalle@guhsdaz.org)

### Mission

The mission of Thunderbird High School is to empower all students for the choices and challenges of the 21st Century.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Improve student skills in effective thinking, speaking, and writing.
- ü Maintain a positive climate which promotes personal, social and civic responsibility.
- ü Provide each student the skills and attitudes necessary to further an education, whether at a trade/technical school, the community college, a university or in the military.
- ü Provide multiple opportunities for each student to develop life skills and interests through extra-curricular activities.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1733  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 149

## Instructional Programs

- ü Advanced Placement Programs
- ü Dance/Theatre/Music Programs
- ü Accelerated Programs in Core Courses
- ü IntroTech Program
- ü Health Occupations Educational Program
- ü Naval Junior ROTC
- ü Newspaper/Yearbook Program
- ü Jazz Music Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Monthly parent newsletter, interim reports on each student's academic progress, communication with parents on absences/tardies, reports mailed on state test results, parent notes/phone calls/meetings, Parent Association monthly meetings, and parent participation in Advisory Council.

### Parents

Parents sign off regarding student attendance, tardies, and disruptive behavior. Parents are responsible for indicating absences and ensuring that students follow school policies. Parents support involvement in student activities and events.

## Transportation Policy

Policy #8321 - Students within the district who reside more than one and one-half miles from school may ride the school buses. Students who are physically handicapped who live closer may apply at the principal's office for a permit to ride.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Navy League - Most Outstanding Unit in Nation	2004
ü Four National Merit Scholarships Recipients	2005
ü Flinn Foundation Scholarship Recipient	2005
ü H.A. Hendrickson Award-Excellence/Extra Curr Activities	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	414	3339	71130	92	92	95	728	716	701	6	11	23	7	9	13	59	60	51	28	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	1706	35465	93	94	96	729	716	702	5	10	21	8	9	13	58	61	53	29	19	13
Male	204	1632	35648	90	89	94	726	717	701	6	12	24	7	8	12	60	59	50	27	20	14
African American	16	273	3868	84	90	95	706	700	686	NA	18	33	6	13	17	94	60	45	NA	9	6
Hispanic	116	1360	25103	95	92	95	705	703	685	15	17	34	16	11	16	57	61	45	13	11	5
Asian/Pacific Islander	15	111	1805	100	99	98	731	723	731	7	12	9	13	7	7	47	52	50	33	29	34
American Indian/Alaskan Native	10	107	4241	100	95	90	NA	712	679	NA	8	39	NA	13	19	NA	68	39	NA	10	3
White	257	1488	36075	90	91	95	739	731	715	2	5	12	4	5	9	58	60	58	36	30	21
Students with Disabilities	NC	91	5862	NC	24	71	NC	686	658	NC	20	63	NC	22	15	NC	56	20	NC	2	2
Students without Disabilities	406	3248	65268	100	100	98	728	717	705	6	11	19	7	8	12	59	61	54	28	20	15
Limited English Proficient Students	23	258	4859	92	91	93	684	669	662	26	50	64	35	18	15	39	31	20	NA	1	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	137	1490	22957	84	89	93	711	705	685	9	16	34	14	11	17	64	61	44	13	12	5
Non-Economically Disadvantaged	277	1849	48173	96	94	96	735	726	709	4	7	17	4	7	11	57	60	55	35	27	18

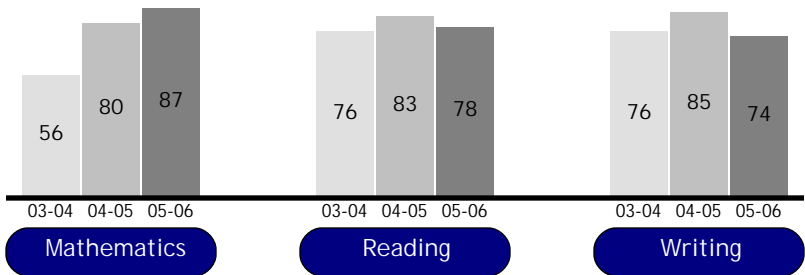
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	446	3571	73018	97	96	97	715	706	703	3	4	6	19	22	23	66	66	64	12	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	222	1797	36181	97	97	97	721	710	708	4	3	4	16	21	21	64	66	65	16	10	9
Male	224	1773	36816	97	96	96	709	702	699	2	5	7	22	23	24	67	66	62	9	6	7
African American	18	302	3976	95	96	96	696	690	689	6	6	8	6	31	29	89	60	59	NA	3	3
Hispanic	123	1431	25801	96	95	96	689	691	683	7	6	10	38	31	34	50	59	53	5	4	3
Asian/Pacific Islander	14	112	1812	100	97	98	729	710	722	7	4	3	NA	20	15	79	65	66	14	11	16
American Indian/Alaskan Native	11	117	4389	100	100	93	713	696	675	NA	3	9	27	29	42	64	65	47	9	3	1
White	280	1607	37024	97	97	97	726	722	721	1	2	2	12	12	12	71	73	73	16	13	13
Students with Disabilities	33	263	7170	72	66	85	657	659	654	15	16	23	55	48	47	27	35	29	3	0	1
Students without Disabilities	413	3308	65848	100	100	98	718	709	708	2	3	4	16	20	20	69	69	67	13	8	9
Limited English Proficient Students	25	274	5099	89	94	95	646	640	641	24	25	29	64	66	59	12	9	12	NA	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	159	1639	23912	94	95	94	690	689	681	6	6	10	32	33	36	58	58	52	4	3	2
Non-Economically Disadvantaged	287	1932	49106	99	98	98	728	720	714	1	2	4	12	13	16	70	73	69	17	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	457	3545	72810	99	96	96	694	692	685	3	4	6	23	25	30	70	64	58	4	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	228	1796	36111	100	97	97	700	701	695	4	3	4	16	18	23	74	69	65	6	10	8
Male	229	1748	36678	99	94	95	687	682	674	2	5	9	30	32	36	65	59	52	3	4	3
African American	19	298	3962	100	95	96	675	681	675	11	7	8	21	27	33	68	62	55	NA	4	3
Hispanic	127	1435	25735	99	96	96	681	682	669	6	6	10	35	33	41	57	58	48	2	4	2
Asian/Pacific Islander	14	111	1809	100	97	97	710	691	704	NA	9	4	NA	13	19	93	68	65	7	10	13
American Indian/Alaskan Native	11	115	4370	100	98	92	691	690	670	NA	3	9	18	28	39	82	61	50	NA	8	2
White	286	1584	36915	99	96	97	700	703	697	2	2	3	19	18	21	74	69	67	6	10	8
Students with Disabilities	43	240	7071	93	60	84	634	647	634	26	13	24	51	56	53	21	30	21	2	1	1
Students without Disabilities	414	3305	65739	100	100	98	699	694	689	1	4	4	20	23	27	75	66	62	5	7	6
Limited English Proficient Students	26	276	5046	93	95	94	648	617	621	15	31	31	62	54	56	23	15	12	NA	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	165	1624	23814	98	94	94	677	678	667	7	7	10	36	33	41	55	57	47	2	3	2
Non-Economically Disadvantaged	292	1921	48996	100	97	97	703	703	693	1	2	4	16	18	24	78	70	64	5	10	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	55	NA	42	94	58	50	51	98	58	50	52
	Language	93	59	50	42	94	56	50	50	98	56	50	50
	Mathematics	93	77	71	63	94	58	50	50	91	61	52	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Thunderbird High School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

### Council Duties

- Ü Promote Academic Success
- Ü Long-Range Planning
- Ü Promote Positive School Climate
- Ü Community/Parent/Educator Relations
- Ü Dropout Prevention
- Ü Building School Partnerships

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	83.60
Other Professional Staff	7.20	Teacher Aide	19.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	4	0	0
4 to 6 years	13	3	1	0
7 to 9 years	9	2	0	0
10 or more years	21	18	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	280
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	1%

## Resources Available at School Site

### Special Facilities

- Ü Three Computer Labs/CAD Lab
- Ü Photography Wet Lab
- Ü Multimedia Center
- Ü Computer - Assisted Instructional Lab

### Extracurricular Activities

- Ü National Honor Society
- Ü HERO; COE (Vocational ED Clubs)
- Ü Student Government/Service Clubs/SADD
- Ü Student Court (partner w/Juvenile Court)
- Ü Performing Arts; Theatre Facilities
- Ü Athletic Clubs/Bowling/Hockey
- Ü Unitown (Tolerance Program)
- Ü Academic/Science Club/Book Club

### Social Services

- Ü Teen Safe
- Ü ELL Peer Mentors
- Ü Crisis Intervention
- Ü Parent (Adult) English Classes
- Ü Recreational Activities
- Ü Peer Tutoring
- Ü Social Worker/School Psychologist

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Thunderbird High School is a 'Highly Achieving' school. Our AIMS, Stanford 9, ACT and SAT scores exceed our district, county and state averages.
- ü Two-hundred-twenty students earned college credit through the Advanced Placement/College Board Program.
- ü Ninety-one percent of the Class of 2005 attended post secondary education in the fall of 2005. This same class, in four years, earned \$3,240,760 in scholarships.
- ü Seventy-four percent of the students enrolled at Thunderbird High School are involved in one or more clubs or athletic activities.

### Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	95	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

High student expectations; compliance with mandatory dress code; mandatory visible I.D. badges; consistent district/school policies; restricted campus with monitored entrances and parking areas; School Resource Officer; high administrator visibility.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

13

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Norman C. Smalley	(623) 915-8906
Transportation Policy	Eddie Astorga	(623) 435-6084
Community Resources	Laura Ilardo	(623) 915-8924
School Nutrition Programs	Yome Gokool	(866) 435-6016
Parent Organization	Paige Lewis	(623) 915-8900
Student Health/Nurse	Carolyn Aldrich	(623) 915-8903

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.